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ABSTRACT

The remedial reading program at Pojoaque Elementary School, New Mexico, is summarized. The objectives were to improve the child's reading ability, personality development and assurance, and interest in the school routine. The program also aimed to provide the children with a positive environmental atmosphere. On the basis of teacher recommendation and testing, students attended the remedial reading classes two or three times a week. The classes were composed of less than six students at a session. Various causes of reading retardation were taken into consideration by the remedial teacher. Instruction in a wide range of reading skills was given, aiming at reading fro meaning and comprehension. Materials used included a variety of reading books, reading kits, programs, and games. Teaching machines such as the tachistoscope, controlled readers, audio-flashcard systems, the Hoffman Information Systems materials, and tape recorders were used to aid instruction. Student ability and achievement were measured by using different kinds of standardized tests for diagnosis and evaluation. The program also guided other creative projects such as a student-edited newspaper, book fair, and intracultural festival. Test scores and references are included. (AW)

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PROJECT INFORMATION

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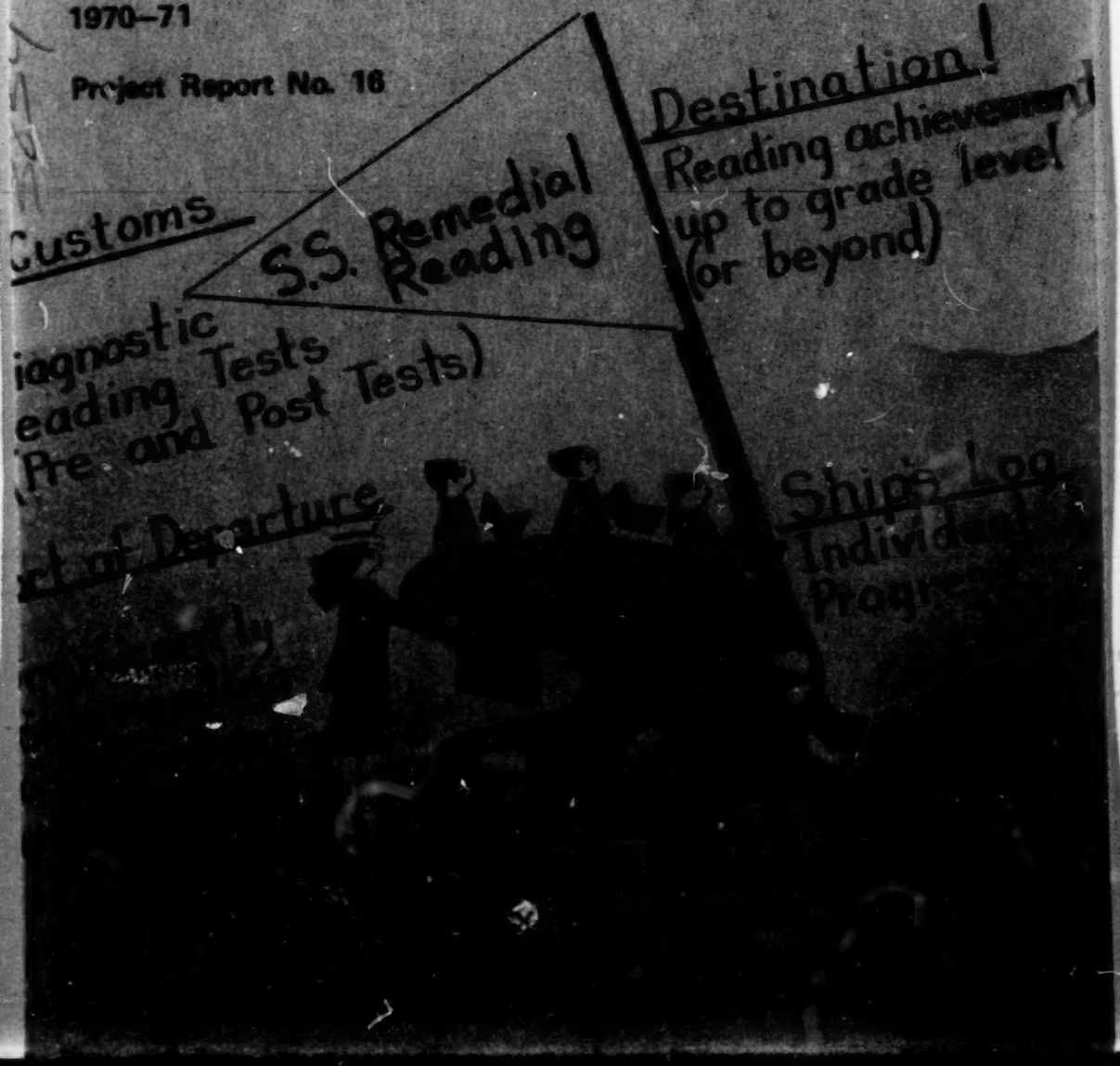
REMEDIAL READING PROGRAM
Pojoaque Elementary School
Pojoaque Valley Schools

1970–71

Project Report No. 16



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POJOAQUE VALLEY REMEDIAL READING PROGRAM

TITLE I, ESEA

1970–71

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June 1971

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Mr. Frank B. Lopez, Superintendent of the Pojoaque Valley Schools, whose backing and advice on all phases of the program made the Remedial Reading Program feasible.

Mr. Frank Trujillo, Principal, Pojoaque Elementary School, whose cooperation within the school made the routine go smoothly.

Mrs. Angela Lopez, Title I Aide to the Remedial Reading Program this past year.

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REMEDIAL READING PROGRAM
Pojoaque Elementary School

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PHILOSOPHY AND OBJECTIVES

Pojoaque Elementary School is located in the Pojoaque Valley, 16 miles north of Santa Fe and 25 miles east of Los Alamos, New Mexico. The enrollment is 636 pupils. The Indian Pueblos of San Ildefonso, Pojoaque, Nambe, and Tesuque are in the environs. The Remedial Reading Program encompasses children from Spanish-American background, Indian background, and Anglo. Many of these children are from disadvantaged homes.

Remedial Reading is a highly individualized form of instruction. It is based on the premise that one desires the child to have a positive self-image. A rapport between teacher and student is paramount. One seeks an atmosphere that will build the child's self-confidence and feeling of personal worth. The teacher must arouse within the pupil the motivation necessary to do the work and sustain this motivation during his progress in reading.

The objectives of the program are threefold: to improve the child's reading ability; personality development and assurance–a positive self-concept; and interest in the school routine. Reading is made fun insofar as possible. The atmosphere of the classroom is a positive one in which the child is encouraged to perform to his best ability but is never considered a failure in anything he does. Psychologically, this is sound therapy and this does result in improved attitudes and reading skills.

The advice to find what interests the child, and connect, is sound. The individual's rate of progress in terms of capacity for achievement must always be borne in mind. For effective diagnosis, the teacher must rely on his observations of the child and his reading deficiencies and skills. Anxiety-producing circumstances must be removed. The assets and liabilities of each child in the area of reading must be known and then instruction must bear down on the weaknesses of that particular child.

ORGANIZATION OF CLASSES, SELECTION AND TESTING

The Remedial Reading Classes are composed of six or fewer students at a session. Classes have ranged from 30 to 45 minutes in length. At present, with sixty children participating in the program, classes are 30 minutes long. Due to the number participating, children come three times a week or twice a week. Daily classes are desirable for the neediest students, if scheduling permits. One tries to have a good deal of variety in the program so that the child will remain interested throughout the year.

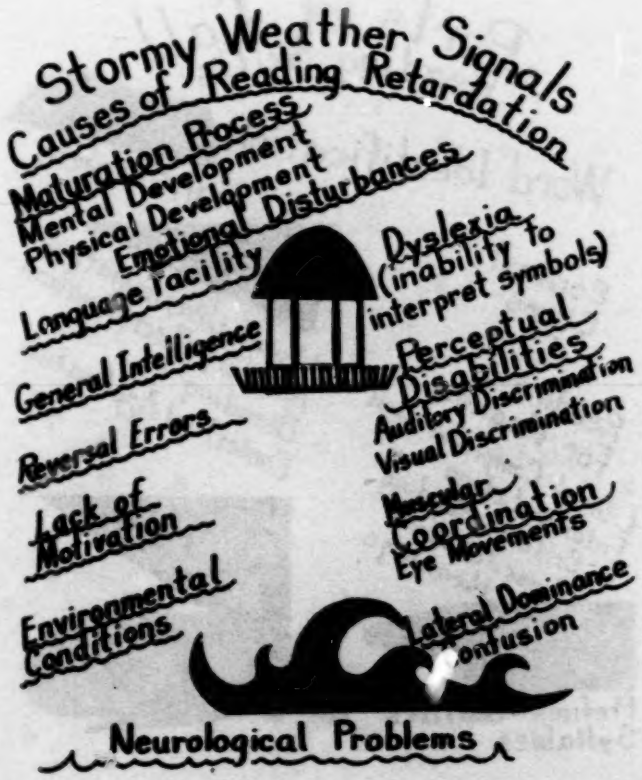
Children are selected for remedial reading on the basis of teacher recommendation and testing. I have used the California Achievement Tests in selecting children. (The Gilmore Oral Reading Test was used last year.) Most frequently, I have used the Gates-McKillop Reading Diagnostic tests for selection and diagnosis because these tests pinpoint the child's reading difficulties very quickly. I use Form I for pre-testing and Form II for post-testing. For comprehension, I use selections from the Webster Kit or the S.R.A. Reading Kit. Children who are one or more years below reading expectancy are recommended.

In addition, I use the Gates-McKillop Spelling Test to find the child's spelling level. The Gates-McKillop Reading Diagnostic Tests must be administered individually and time does become a pertinent factor.

CAUSES OF READING RETARDATION

The Remedial Reading Teacher must bear in mind the various causes of reading retardation. Among the more serious causes are: perceptual disabilities, with visual and auditory difficulties; the maturation process; emotional disturbances; muscular coordination; physical development; lateral dominance; environmental conditions; and linguistic abilities. Dyslexia, which I briefly try to define as an inability to interpret symbols or perceive shapes and sounds, does occur in your students with more serious reading problems.

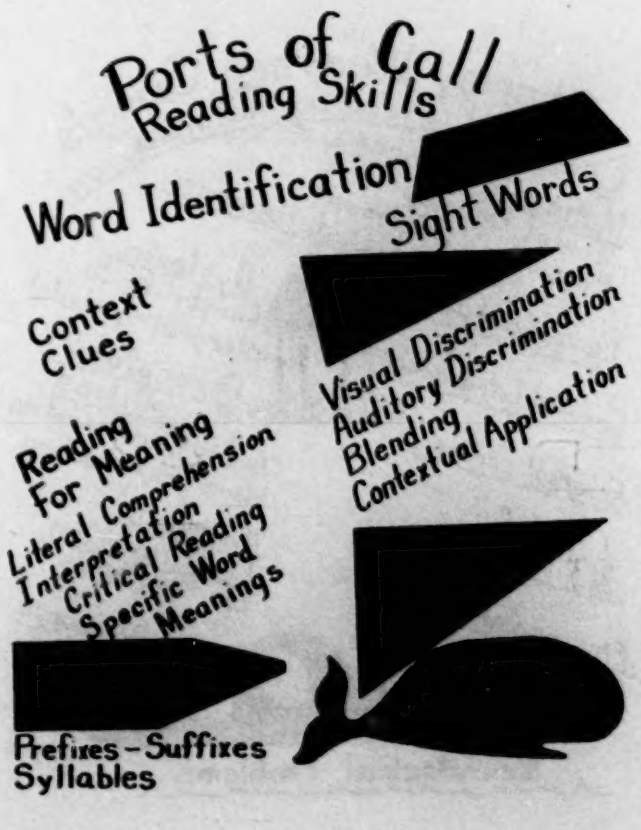
Neurological deficits are observable among certain children with reading problems. General intelligence does go hand in hand with reading proficiency. Previous teaching techniques are factors. Motivation is an important requisite for reading success and often has been lacking due to some of the above causes, such as home environment.



READING SKILLS

Every child must have the opportunity for maximum achievement in the essential skills of reading. Good listening habits, better oral expression, vocabulary development, immediate recall, delayed recall, identification of rhyming words, knowledge of the letters of the alphabet, and ability to see relationship between sound and symbol are essential to beginning reading and have often been lacking in those children who come for remedial work.

Consistent left-to-right sequence in reading must be established. Further reading skills are: word identification by means of sight words, context clues, phonics, with the four aspects of its application–visual discrimination, auditory discrimination, blending and contextual application; word structure analysis; and dictionary usage. Reading for meaning and comprehension are goals to strive for once the child has acquired sufficient skills.



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MATERIALS USED

Materials used in the Remedial Reading classes included a wide variety of reading books, some chosen for high interest level, low reading difficulty; others chosen for the interest of the stories. Children always began reading in books below their instructional level and worked up to the more difficult material.

Following is a list of the books used and a brief description of some:

Programmed Reading, Sullivan Associates, Webster Division, McGray Hill Book Co., Series I, II, III. This has been highly successful in the Remedial Reading Program. The child progresses at his own pace; checks his own answers; periodically he takes a test in the workbook; and at the completion of each book he is tested on the material covered. I find it a very positive approach to reading.

The Jim Forest Readers, Level 1.7 – 3.1, John Rambeau, Harr Wagner Publishing Co. This series is of particular interest to children of New Mexico where life in the mountains and the responsibilities of a forest ranger are a familiar part of our heritage.

New Reading Skill Builders, Reader's Digest, Grades 1-6. I find these invaluable in giving children an opportunity to read interesting stories and to take tests on their comprehension, all within a thirty-minute period.

Come With Us, Under The Apple Tree, Open The Gate, Ranches and Rainbows, Fun and Fancy, Ginn and Company Enrichment Series.

Roads To Follow, The Open Highways (4 & 5), Scott, Foresman & Co.

Sounds of Laughter, Sounds of the Storyteller, Bill Martin Holt, Rinehart & Winston, Inc.

The Houghton Mifflin Basal Readers, Grades 1-6.

The Webster Reading Kit, Levels 2-8. This kit has an excellent reading program with comprehension questions accompanying each selection.

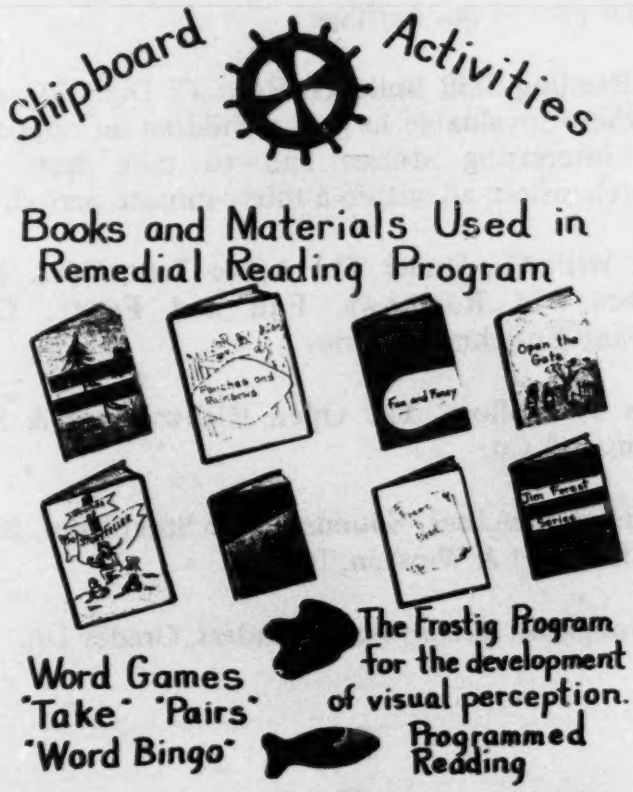
The S.R.A. Reading Kit – Individualized reading instruction.

Know Your World, American Education Publications. An excellent weekly publication of high interest and low reading difficulty.

The Marianne Frostig Program For The Development of Visual Perception, Follett Publishing Company, Chicago, Ill. This program is excellent for strengthening the five areas of visual perception and I have used it in our Remedial Reading classes for the past four years.

Word games were used in all classes. **Bingo, Take, Pairs**, and a home-made **"Fish"** game with magnet were all conducive to learning with enjoyment.

The Remedial Reading classrooms have library books available for circulation and children are encouraged to check out at least one book a week.



TEACHING MACHINES USED

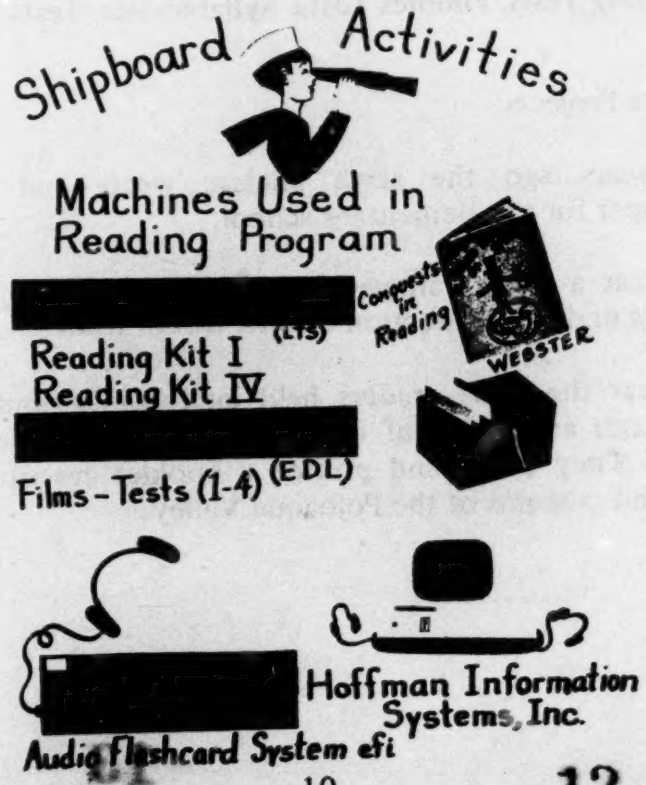
Tachistoscope, Reading Kit I, Reading Kit IV, and Fry Phonics Program. Learning Through Seeing, Sunland, California. The Tachistoscope was used in all classes for quickness and accuracy of perception, for word recognition and spelling skills. Reversal errors are quickly detected with the use of this machine.

The **Controlled Reader**, EDL Materials and Tests; Pre-Primer, First, Second, Third and Fourth; Films, Tests. Educational Development Laboratory, Inc., Huntington, New York. The Controlled Reader has enabled me to concentrate on left-to-right eye movements of the students. It eliminates the possibility of regression. Speed and comprehension are developed with the use of the machine and tests.

The **Audio-Flashcard System** can be used independently to reinforce word recognition and develop auditory preception.

The **Hoffman Information Systems** materials, films, and records with headsets and viewing machine. A new and innovative approach to learning with excellent comprehension tests. It motivates many reluctant readers to learn with enthusiasm.

Tape Recorder – This is of use throughout the program.



MATERIALS USED FOR TESTING
CREATIVE PROJECTS

Materials used in the Reading Program that were measurable through testing:

Gates-McKillop Reading Diagnostic Tests –
Form I, Pre-Test
Form II, Post-Test

Basic Sight Words Tests (Dolch)

Controlled Reader Tests (EDL)

New Reading Skill Builders Tests (Reader's Digest)

Conquests in Reading Workbook Tests

Programmed Reading Tests (Sullivan)

S.R.A. Tests

Webster Kit for Reading Comprehension Tests

Know Your World Publications Tests

Spelling Tests, Phonics Tests, Syllabication Tests

Creative Projects:

Two years ago the sixth graders wrote and edited a newspaper for the elementary school.

Lasy year a Book Fair was held by the Remedial Reading students under the direction of Mrs. Robin Rodar.

This year the sixth graders held an Intra-Cultural Festival with foods and crafts of the three cultures of our area on display. They wrote and printed a booklet describing these foods and customs of the Pojoaque Valley.

TEST SCORES

A sampling of the test scores, from low to high of representative scores from each grade and months of progress during regular school year are listed below. Gates-McKillop Reading Diagnostic Tests, Pre-test Form I and Pre-Test Form II, were used during the 1970-71 year.

GRADE 2 (Total number of pupils = 14)

Pre-Test	Post-Test	Months Progress
1.5	2.7	12.0
1.8	2.7	9.0
1.7	2.95	12.5
1.8	5.1	30.3
1.7	3.05	13.05

GRADE 3 (Total number of pupils = 19)

Pre-Test	Post-Test	Months Progress
0.5	2.05 (March)	15.05
1.7	2.5	8.0
2.25	4.0 (Dismissed in March)	17.5
2.5	2.9	4.0
2.9	3.6	7.0
2.5	4.4	19.0

GRADE 4 (Total number of pupils = 21)

Pre-Test	Post-Test	Months Progress
2.5	4.7	22.0
2.7	4.0	13.0
3.25	3.75	5.0
2.95	3.9	9.5
2.8	3.3	5.0
3.1	3.8	7.0
3.25	4.5	12.5

GRADE 4 (Total number of pupils = 21) Cont'd.

Pre-Test	Post-Test	Months Progress
3.3	5.1	18.0
3.3	5.0	17.0
3.6	4.7	11.0

GRADE 5 (Total number of pupils = 11)

Pre-Test	Post-Test	Months Progress
2.5	3.2	7.0
3.0	4.45	14.5
3.1	5.0	19.0
3.2	5.0	18.0

GRADE 6 (Total number of pupils = 17)

Pre-Test	Post-Test	Months Progress
2.9	4.65	17.5
3.0	4.3	13.0
3.3	4.2	9.0
4.2	6.5	23.0
4.4	5.4	10.0
5.1	5.6	5.0
5.6	7.0	14.0

CONCLUSION

In the area of Remedial Reading, I feel each child must be accepted on his terms and at his pace of learning. Our objectives must be to see these children become able readers, whose competency can be measured through testing. We must also be aware of the human aspects of teaching. The positive self-concept of each child must be a main objective of the Remedial Reading teacher. The child's enjoyment of school will follow if the other two objectives are realized.

Lydia P. Barton, Remedial Reading Instructor
Pojoaque Elementary School

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